

Student: _____ Date of Birth: _____ SAIS Number: _____

**FORM 2-CH
COMPREHENSIVE HEALTH**

**STANDARDS STATUS REPORT
FUNCTIONAL AND READINESS LEVELS**

SCORING: Use the Analytic Scoring Tool (AST) to determine the score for each essential skill the student demonstrates. Circle the score obtained in the appropriate column using designated color for review date. Items in parenthesis are examples to help you frame your professional judgment. Examples are not exhaustive. Scoring is based on the listed examples or other similar tasks noted in the comment section. Teachers should feel free to add any comments to clarify student skills, e.g., how student performs task by drawing, printing, using computer, Braille, or printed word.

STANDARD 1: COMPREHENSIVE HEALTH

Students comprehend concepts related to health promotion and disease prevention.

FUNCTIONAL (Ages 3-21)

Within the functional context of home, school, work, and community environments, students know and are able to do the following:

STANDARD 1: COMPREHENSIVE HEALTH	Comments	Emergent	Supported	Functional	Independent
FUNCTIONAL (Ages 3-21)		See AST Score 1-3	See AST Score 4-6	See AST Score 7-10	See AST Score 11
1CH-FS1. Use safe and healthy eating and drinking habits.					
PO 1. Communicate need for food and drink (e.g., say more, sign more, open mouth, gaze at picture, relax stomach muscles to accept food through non-oral means).		P B R 1 1 1 2 2 2 3 3 3	P B R 4 4 4 5 5 5 6 6 6	P B R 7 7 7 8 8 8 9 9 9 10 10 10	P B R 11 11 11
PO 2. Discriminate between foods vs. nonfood items.		P B R 1 1 1 2 2 2 3 3 3	P B R 4 4 4 5 5 5 6 6 6	P B R 7 7 7 8 8 8 9 9 9 10 10 10	P B R 11 11 11
PO 3. Indicate preference for foods.		P B R 1 1 1 2 2 2 3 3 3	P B R 4 4 4 5 5 5 6 6 6	P B R 7 7 7 8 8 8 9 9 9 10 10 10	P B R 11 11 11

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STANDARD 1: COMPREHENSIVE HEALTH		Comments	Emergent	Supported	Functional	Independent
FUNCTIONAL (Ages 3-21) 1CH-FS1 continued			See AST Score 1-3	See AST Score 4-6	See AST Score 7-10	See AST Score 11
PO 4.	Remove solid/textured food from spoon when being fed (e.g., coordinate manipulation of food, breathing, and swallowing).		P B R 1 1 1 2 2 2 3 3 3	P B R 4 4 4 5 5 5 6 6 6	P B R 7 7 7 8 8 8 9 9 9 10 10 10	P B R 11 11 11
PO 5.	Eat finger foods.		P B R 1 1 1 2 2 2 3 3 3	P B R 4 4 4 5 5 5 6 6 6	P B R 7 7 7 8 8 8 9 9 9 10 10 10	P B R 11 11 11
PO 6.	Select bite size pieces (e.g., chew food sufficiently before swallowing).		P B R 1 1 1 2 2 2 3 3 3	P B R 4 4 4 5 5 5 6 6 6	P B R 7 7 7 8 8 8 9 9 9 10 10 10	P B R 11 11 11
PO 7.	Use eating utensils and napkin appropriately.		P B R 1 1 1 2 2 2 3 3 3	P B R 4 4 4 5 5 5 6 6 6	P B R 7 7 7 8 8 8 9 9 9 10 10 10	P B R 11 11 11

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STANDARD 1: COMPREHENSIVE HEALTH		Comments	Emergent			Supported			Functional			Independent		
FUNCTIONAL (Ages 3-21) 1CH-FS1 continued			See AST Score 1-3			See AST Score 4-6			See AST Score 7-10			See AST Score 11		
PO 8.	Drink from a variety of containers (e.g., cup, glass, straw, sports bottle, can, or water fountain).		P 1 2 3	B 1 2 3	R 1 2 3	P 4 5 6	B 4 5 6	R 4 5 6	P 7 8 9 10	B 7 8 9 10	R 7 8 9 10	P 11	B 11	R 11
PO 9.	Serve self at table (e.g., at home or cafeteria, carry tray without spilling, open lunch bag/box).		P 1 2 3	B 1 2 3	R 1 2 3	P 4 5 6	B 4 5 6	R 4 5 6	P 7 8 9 10	B 7 8 9 10	R 7 8 9 10	P 11	B 11	R 11
PO 10.	Consume food and drink from a known source and/or that has been prepared/refrigerated properly (e.g., drink from own glass, not others).		P 1 2 3	B 1 2 3	R 1 2 3	P 4 5 6	B 4 5 6	R 4 5 6	P 7 8 9 10	B 7 8 9 10	R 7 8 9 10	P 11	B 11	R 11

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STANDARD 1: COMPREHENSIVE HEALTH	Comments	Emergent	Supported	Functional	Independent
FUNCTIONAL (Ages 3-21)		See AST Score 1-3	See AST Score 4-6	See AST Score 7-10	See AST Score 11
1CH-FS2. Follow routines for personal health behaviors.					
PO 1. Communicate need to use toilet or be changed (e.g., use movement, vocalization, or crying to express discomfort, ask location of toilet in new situations).		P B R 1 1 1 2 2 2 3 3 3	P B R 4 4 4 5 5 5 6 6 6	P B R 7 7 7 8 8 8 9 9 9 10 10 10	P B R 11 11 11
PO 2. Assist in meeting toilet needs and routines (e.g., assist in transfer to changing table or toilet, adjust clothing).		P B R 1 1 1 2 2 2 3 3 3	P B R 4 4 4 5 5 5 6 6 6	P B R 7 7 7 8 8 8 9 9 9 10 10 10	P B R 11 11 11
PO 3. Participate in maintaining cleanliness (e.g., allow washing of hands/face, bathing, washing hair, shaving, oral hygiene, nasal hygiene, and menstrual hygiene).		P B R 1 1 1 2 2 2 3 3 3	P B R 4 4 4 5 5 5 6 6 6	P B R 7 7 7 8 8 8 9 9 9 10 10 10	P B R 11 11 11
PO 4. Assess and maintain appropriate personal appearance (e.g., hair grooming, nail care, use of deodorant).		P B R 1 1 1 2 2 2 3 3 3	P B R 4 4 4 5 5 5 6 6 6	P B R 7 7 7 8 8 8 9 9 9 10 10 10	P B R 11 11 11

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STANDARD 1: COMPREHENSIVE HEALTH	Comments	Emergent	Supported	Functional	Independent
FUNCTIONAL (Ages 3-21) 1CH-FS2 continued		See AST Score 1-3	See AST Score 4-6	See AST Score 7-10	See AST Score 11
PO 5. Maintain and care for prosthetic devices (e.g., dentures, glasses, hearing aids, and braces).		P B R 1 1 1 2 2 2 3 3 3	P B R 4 4 4 5 5 5 6 6 6	P B R 7 7 7 8 8 8 9 9 9 10 10 10	P B R 11 11 11
PO 6. Follow established routines (e.g., take medication, eat at scheduled times, drink fluids, and rest).		P B R 1 1 1 2 2 2 3 3 3	P B R 4 4 4 5 5 5 6 6 6	P B R 7 7 7 8 8 8 9 9 9 10 10 10	P B R 11 11 11
PO 7. Select and purchase personal hygiene items (e.g., grooming items, deodorant, feminine hygiene products).		P B R 1 1 1 2 2 2 3 3 3	P B R 4 4 4 5 5 5 6 6 6	P B R 7 7 7 8 8 8 9 9 9 10 10 10	P B R 11 11 11

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FUNCTIONAL (Ages 3-21)		See AST Score 1-3	See AST Score 4-6	See AST Score 7-10	See AST Score 11
1CH-FS3. Select and wear appropriate clothing.					
PO 1. Locate own clothing and accessories (e.g., prosthetic devices, watch, and jewelry).		P B R 1 1 1 2 2 2 3 3 3	P B R 4 4 4 5 5 5 6 6 6	P B R 7 7 7 8 8 8 9 9 9 10 10 10	P B R 11 11 11
PO 2. Dress or assist in dressing for school or work.		P B R 1 1 1 2 2 2 3 3 3	P B R 4 4 4 5 5 5 6 6 6	P B R 7 7 7 8 8 8 9 9 9 10 10 10	P B R 11 11 11
PO 3. Select clean clothing and change underclothes regularly (e.g., discriminate between clean and dirty clothes).		P B R 1 1 1 2 2 2 3 3 3	P B R 4 4 4 5 5 5 6 6 6	P B R 7 7 7 8 8 8 9 9 9 10 10 10	P B R 11 11 11
PO 4. Select and wear clothes appropriate to activity/occasion/weather conditions.		P B R 1 1 1 2 2 2 3 3 3	P B R 4 4 4 5 5 5 6 6 6	P B R 7 7 7 8 8 8 9 9 9 10 10 10	P B R 11 11 11
PO 5. Select and purchase clothes appropriate for age/size/occasion.		P B R 1 1 1 2 2 2 3 3 3	P B R 4 4 4 5 5 5 6 6 6	P B R 7 7 7 8 8 8 9 9 9 10 10 10	P B R 11 11 11

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STANDARD 1: COMPREHENSIVE HEALTH	Comments	Emergent	Supported	Functional	Independent
READINESS (Kindergarten)		See AST Score 1-3	See AST Score 4-6	See AST Score 7-10	See AST Score 11
1CH-R1. Identify personal well-being health behaviors .					
PO 1. Name healthy behaviors that relate to: A) Personal hygiene (toothbrush, flossing, hand washing, and grooming). B) Nutrition (eating a variety of foods, trying new foods, eating at least five fruits and vegetables per day). C) Physical activity (participating in some form of physical activity every day).		P B R 1 1 1 2 2 2 3 3 3	P B R 4 4 4 5 5 5 6 6 6	P B R 7 7 7 8 8 8 9 9 9 10 10 10	P B R 11 11 11
PO 2. Demonstrate healthy behaviors that relate to: A) Personal hygiene (tooth brushing, flossing, hand washing, and grooming). B) Nutrition (eating a variety of foods trying new foods, eating at least five fruits and vegetables per day). C) Physical activity (participating in some form of physical activity every day).		P B R 1 1 1 2 2 2 3 3 3	P B R 4 4 4 5 5 5 6 6 6	P B R 7 7 7 8 8 8 9 9 9 10 10 10	P B R 11 11 11

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READINSS (Kindergarten)		See AST Score 1-3	See AST Score 4-6	See AST Score 7-10	See AST Score 11
1CH-R2. Identify basic emotions (e.g., love, fear, anger) that affect physical health.					
PO 1. Recognize different feelings (emotions) (e.g., mad, sad, happy, frustration, fear, and pride).		P B R 1 1 1 2 2 2 3 3 3	P B R 4 4 4 5 5 5 6 6 6	P B R 7 7 7 8 8 8 9 9 9 10 10 10	P B R 11 11 11
PO 2. Describe “through pictures” a variety of emotions experienced daily.		P B R 1 1 1 2 2 2 3 3 3	P B R 4 4 4 5 5 5 6 6 6	P B R 7 7 7 8 8 8 9 9 9 10 10 10	P B R 11 11 11
1CH-R3. Identify basic anatomy (e.g., legs, arms, hands, feet).					
PO 1. Name body parts by teacher illustration.		P B R 1 1 1 2 2 2 3 3 3	P B R 4 4 4 5 5 5 6 6 6	P B R 7 7 7 8 8 8 9 9 9 10 10 10	P B R 11 11 11
PO 2. Locate at least five out of seven body parts illustrated.		P B R 1 1 1 2 2 2 3 3 3	P B R 4 4 4 5 5 5 6 6 6	P B R 7 7 7 8 8 8 9 9 9 10 10 10	P B R 11 11 11

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READINESS (Kindergarten)		See AST Score 1-3	See AST Score 4-6	See AST Score 7-10	See AST Score 11
1CH-R4. Describe how the family influences personal health.					
PO 1. Describe healthy family activities (e.g., preparing meals, doctor visits).		P B R 1 1 1 2 2 2 3 3 3	P B R 4 4 4 5 5 5 6 6 6	P B R 7 7 7 8 8 8 9 9 9 10 10 10	P B R 11 11 11
PO 2. Describe how families share time together.		P B R 1 1 1 2 2 2 3 3 3	P B R 4 4 4 5 5 5 6 6 6	P B R 7 7 7 8 8 8 9 9 9 10 10 10	P B R 11 11 11
1CH-R5. Identify elements of the environment (air, water, ground, and pollutants) that affect personal health.					
PO 1. Identify different types of pollution.		P B R 1 1 1 2 2 2 3 3 3	P B R 4 4 4 5 5 5 6 6 6	P B R 7 7 7 8 8 8 9 9 9 10 10 10	P B R 11 11 11
PO 2. Describe something in the air, water, and ground that affect personal health.		P B R 1 1 1 2 2 2 3 3 3	P B R 4 4 4 5 5 5 6 6 6	P B R 7 7 7 8 8 8 9 9 9 10 10 10	P B R 11 11 11

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READINESS (Kindergarten)		See AST Score 1-3	See AST Score 4-6	See AST Score 7-10	See AST Score 11
1CH-R6. Recognize basic symptoms of, and prevention strategies for common illnesses and diseases.					
PO 1. List signs and symptoms of common illnesses.		P B R 1 1 1 2 2 2 3 3 3	P B R 4 4 4 5 5 5 6 6 6	P B R 7 7 7 8 8 8 9 9 9 10 10 10	P B R 11 11 11
PO 2. Name common communicable diseases.		P B R 1 1 1 2 2 2 3 3 3	P B R 4 4 4 5 5 5 6 6 6	P B R 7 7 7 8 8 8 9 9 9 10 10 10	P B R 11 11 11
1CH-R7. Understanding the body needs nutrients for energy, growth, and body maintenance.					
PO 1. Describe why the body needs food.		P B R 1 1 1 2 2 2 3 3 3	P B R 4 4 4 5 5 5 6 6 6	P B R 7 7 7 8 8 8 9 9 9 10 10 10	P B R 11 11 11
PO 2. Identify healthy snack choices.		P B R 1 1 1 2 2 2 3 3 3	P B R 4 4 4 5 5 5 6 6 6	P B R 7 7 7 8 8 8 9 9 9 10 10 10	P B R 11 11 11

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STANDARD 1: COMPREHENSIVE HEALTH	Comments	Emergent	Supported	Functional	Independent
READINESS (Kindergarten)		See AST Score 1-3	See AST Score 4-6	See AST Score 7-10	See AST Score 11
1CH-R8. Identify safe and healthy eating habits.					
PO 1. Select foods that contribute to good health.		P B R 1 1 1 2 2 2 3 3 3	P B R 4 4 4 5 5 5 6 6 6	P B R 7 7 7 8 8 8 9 9 9 10 10 10	P B R 11 11 11
PO 2. State the importance of breakfast.		P B R 1 1 1 2 2 2 3 3 3	P B R 4 4 4 5 5 5 6 6 6	P B R 7 7 7 8 8 8 9 9 9 10 10 10	P B R 11 11 11
PO 3. List safe eating habits.		P B R 1 1 1 2 2 2 3 3 3	P B R 4 4 4 5 5 5 6 6 6	P B R 7 7 7 8 8 8 9 9 9 10 10 10	P B R 11 11 11

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STANDARD 2: COMPREHENSIVE HEALTH

Students demonstrate the ability to access accurate health information.

FUNCTIONAL (Ages 3-21)

Within the functional context of home, school, work, and community environments, students know and are able to do the following:

STANDARD 2: COMPREHENSIVE HEALTH	Comments	Emergent	Supported	Functional	Independent
FUNCTIONAL (Ages 3-21)		See AST Score 1-3	See AST Score 4-6	See AST Score 7-10	See AST Score 11
2CH-FS1. Access health and emergency resources.					
PO 1. Communicate name and address, phone number, and who to contact in emergency situations (e.g., laminated card, bracelet).		P B R 1 1 1 2 2 2 3 3 3	P B R 4 4 4 5 5 5 6 6 6	P B R 7 7 7 8 8 8 9 9 9 10 10 10	P B R 11 11 11
PO 2. Seek help for self or others when sick or injured (identify health concerns, e.g., point to where pain is; indicate I am diabetic, I have allergies; contact 911).		P B R 1 1 1 2 2 2 3 3 3	P B R 4 4 4 5 5 5 6 6 6	P B R 7 7 7 8 8 8 9 9 9 10 10 10	P B R 11 11 11
PO 3. Use basic first aid procedures (e.g., wash minor cuts and cover with a Band-Aid, apply pressure to stop bleeding, apply cool water to a burn).		P B R 1 1 1 2 2 2 3 3 3	P B R 4 4 4 5 5 5 6 6 6	P B R 7 7 7 8 8 8 9 9 9 10 10 10	P B R 11 11 11
PO 4. Schedule and keep medical appointments (e.g., take and show medical insurance card upon request, wait appropriately until called).		P B R 1 1 1 2 2 2 3 3 3	P B R 4 4 4 5 5 5 6 6 6	P B R 7 7 7 8 8 8 9 9 9 10 10 10	P B R 11 11 11

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STANDARD 2: COMPREHENSIVE HEALTH	Comments	Emergent	Supported	Functional	Independent
READINESS (Kindergarten)		See AST Score 1-3	See AST Score 4-6	See AST Score 7-10	See AST Score 11
2CH-R1. Identify resources and health helpers from home and school that provide health and emergency information.					
PO 1. Name those who are health helpers.		P B R 1 1 1 2 2 2 3 3 3	P B R 4 4 4 5 5 5 6 6 6	P B R 7 7 7 8 8 8 9 9 9 10 10 10	P B R 11 11 11
PO 2. Identify emergency medical service (e.g., dial 911).		P B R 1 1 1 2 2 2 3 3 3	P B R 4 4 4 5 5 5 6 6 6	P B R 7 7 7 8 8 8 9 9 9 10 10 10	P B R 11 11 11
PO 3. Illustrate access to emergency medical service.		P B R 1 1 1 2 2 2 3 3 3	P B R 4 4 4 5 5 5 6 6 6	P B R 7 7 7 8 8 8 9 9 9 10 10 10	P B R 11 11 11
2CH-R2. Demonstrate the ability to locate home and school health helpers.					
PO 1. State your name, physical address, and phone number.		P B R 1 1 1 2 2 2 3 3 3	P B R 4 4 4 5 5 5 6 6 6	P B R 7 7 7 8 8 8 9 9 9 10 10 10	P B R 11 11 11
PO 2. Describe resources (health helpers) available at home and school.		P B R 1 1 1 2 2 2 3 3 3	P B R 4 4 4 5 5 5 6 6 6	P B R 7 7 7 8 8 8 9 9 9 10 10 10	P B R 11 11 11

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STANDARD 3: COMPREHENSIVE HEALTH

Students demonstrate the ability to practice health-enhancing behaviors and reduce health risk.

FUNCTIONAL (Ages 3-21)

Within the functional context of home, school, work, and community environments, students know and are to do the following:

STANDARD 3: COMPREHENSIVE HEALTH	Comments	Emergent	Supported	Functional	Independent
FUNCTIONAL (Ages 3-21)		See AST Score 1-3	See AST Score 4-6	See AST Score 7-10	See AST Score 11
3CH-FS1. Use strategies to ensure personal safety.					
PO 1. Travel in pairs or small groups in a variety of settings with adult supervision.		P B R 1 1 1 2 2 2 3 3 3	P B R 4 4 4 5 5 5 6 6 6	P B R 7 7 7 8 8 8 9 9 9 10 10 10	P B R 11 11 11
PO 2. Travel independently (e.g., travel about school grounds, cross streets with and without traffic signals, use public transportation, and dial-a-ride).		P B R 1 1 1 2 2 2 3 3 3	P B R 4 4 4 5 5 5 6 6 6	P B R 7 7 7 8 8 8 9 9 9 10 10 10	P B R 11 11 11
PO 3. Identify safe and unsafe situations (e.g., refuse to get into unfamiliar car, identify appropriate person(s) to ask for assistance if lost or in danger, identify inappropriate advances/touches, identify appropriate and inappropriate information to share when answering the phone).		P B R 1 1 1 2 2 2 3 3 3	P B R 4 4 4 5 5 5 6 6 6	P B R 7 7 7 8 8 8 9 9 9 10 10 10	P B R 11 11 11

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STANDARD 3: COMPREHENSIVE HEALTH	Comments	Emergent	Supported	Functional	Independent
FUNCTIONAL (Ages 3-21) 3CH-FS1 continued		See AST Score 1-3	See AST Score 4-6	See AST Score 7-10	See AST Score 11
PO 4. Identify common dangers in the environment (e.g., water safety, car safety, latch safety, household dangers such as electricity, poison, hot stove, and hot water).		P B R 1 1 1 2 2 2 3 3 3	P B R 4 4 4 5 5 5 6 6 6	P B R 7 7 7 8 8 8 9 9 9 10 10 10	P B R 11 11 11
PO 5. Use small appliances and utensils safely (e.g., use care in using fans, matches, sharp and breakable objects).		P B R 1 1 1 2 2 2 3 3 3	P B R 4 4 4 5 5 5 6 6 6	P B R 7 7 7 8 8 8 9 9 9 10 10 10	P B R 11 11 11
PO 6. Respond to environmental cues for safety (e.g., smoke, flames, fire alarm, exit signs, out of order signs, yellow tape lines, crosswalk signs).		P B R 1 1 1 2 2 2 3 3 3	P B R 4 4 4 5 5 5 6 6 6	P B R 7 7 7 8 8 8 9 9 9 10 10 10	P B R 11 11 11
PO 7. Use household tools/equipment safely and appropriately to perform a variety of tasks (e.g., cleaning solutions).		P B R 1 1 1 2 2 2 3 3 3	P B R 4 4 4 5 5 5 6 6 6	P B R 7 7 7 8 8 8 9 9 9 10 10 10	P B R 11 11 11

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STANDARD 3: COMPREHENSIVE HEALTH	Comments	Emergent	Supported	Functional	Independent
READINESS (Kindergarten)		See AST Score 1-3	See AST Score 4-6	See AST Score 7-10	See AST Score 11
3CH-R1. Identify basic personal health needs and the roles exercise, nutrition, hygiene, and relationships play in maintaining them.					
PO 1. Discuss the value of good health habits (adequate sleep, exercise, nutrition).		P B R 1 1 1 2 2 2 3 3 3	P B R 4 4 4 5 5 5 6 6 6	P B R 7 7 7 8 8 8 9 9 9 10 10 10	P B R 11 11 11
PO 2. Demonstrate universal precautions through examples (e.g., not touching blood, bodily fluids, hand washing).		P B R 1 1 1 2 2 2 3 3 3	P B R 4 4 4 5 5 5 6 6 6	P B R 7 7 7 8 8 8 9 9 9 10 10 10	P B R 11 11 11
3CH-R2. Identify behaviors that are safe and those that are harmful.					
PO 1. List safe behaviors and harmful behaviors.		P B R 1 1 1 2 2 2 3 3 3	P B R 4 4 4 5 5 5 6 6 6	P B R 7 7 7 8 8 8 9 9 9 10 10 10	P B R 11 11 11
PO 2. Name safe rules of walking, riding in a car and on a bike.		P B R 1 1 1 2 2 2 3 3 3	P B R 4 4 4 5 5 5 6 6 6	P B R 7 7 7 8 8 8 9 9 9 10 10 10	P B R 11 11 11

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STANDARD 3: COMPREHENSIVE HEALTH	Comments	Emergent	Supported	Functional	Independent
READINESS (Kindergarten)		See AST Score 1-3	See AST Score 4-6	See AST Score 7-10	See AST Score 11
3CH-R3. Identify types of injuries and their causes.					
PO 1. List injuries and causes.		P B R 1 1 1 2 2 2 3 3 3	P B R 4 4 4 5 5 5 6 6 6	P B R 7 7 7 8 8 8 9 9 9 10 10 10	P B R 11 11 11
PO 2. Draw a picture of someone injured and show the cause of the injury.		P B R 1 1 1 2 2 2 3 3 3	P B R 4 4 4 5 5 5 6 6 6	P B R 7 7 7 8 8 8 9 9 9 10 10 10	P B R 11 11 11
3CH-R4. Identify stressful situations, feelings, and physical responses.					
PO 1. Recognize stressful situations.		P B R 1 1 1 2 2 2 3 3 3	P B R 4 4 4 5 5 5 6 6 6	P B R 7 7 7 8 8 8 9 9 9 10 10 10	P B R 11 11 11
PO 2. Recognize feelings and physical responses to stress.		P B R 1 1 1 2 2 2 3 3 3	P B R 4 4 4 5 5 5 6 6 6	P B R 7 7 7 8 8 8 9 9 9 10 10 10	P B R 11 11 11

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STANDARD 4: COMPREHENSIVE HEALTH

Students analyze the influence of culture, media, technology and other factors on health.

READINESS (Kindergarten)

Students know and are able to do the following:

STANDARD 4: COMPREHENSIVE HEALTH	Comments	Emergent	Supported	Functional	Independent
READINESS (Kindergarten)		See AST Score 1-3	See AST Score 4-6	See AST Score 7-10	See AST Score 11
4CH-R1. Identify the different foods of various cultures.					
PO 1. List different foods from various cultures.		P B R 1 1 1 2 2 2 3 3 3	P B R 4 4 4 5 5 5 6 6 6	P B R 7 7 7 8 8 8 9 9 9 10 10 10	P B R 11 11 11
PO 2. Use foods from various cultures to make a meal (using the food guide pyramid).		P B R 1 1 1 2 2 2 3 3 3	P B R 4 4 4 5 5 5 6 6 6	P B R 7 7 7 8 8 8 9 9 9 10 10 10	P B R 11 11 11
4CH-R2. Identify media influences on health behaviors.					
PO 1. List at least two healthy behaviors that are influenced by the media.		P B R 1 1 1 2 2 2 3 3 3	P B R 4 4 4 5 5 5 6 6 6	P B R 7 7 7 8 8 8 9 9 9 10 10 10	P B R 11 11 11
PO 2. List how media influence healthy behaviors.		P B R 1 1 1 2 2 2 3 3 3	P B R 4 4 4 5 5 5 6 6 6	P B R 7 7 7 8 8 8 9 9 9 10 10 10	P B R 11 11 11

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STANDARD 5: COMPREHENSIVE HEALTH

Students demonstrate the ability to use interpersonal skills to enhance health.

FUNCTIONAL (Ages 3-21)

Within the functional context of home, school, work, and community environments, students know and are able to do the following:

STANDARD 5: COMPREHENSIVE HEALTH	Comments	Emergent	Supported	Functional	Independent
FUNCTIONAL (Ages 3-21)		See AST Score 1-3	See AST Score 4-6	See AST Score 7-10	See AST Score 11
5CH-FS1. Follow rules of home, school, work, and community.					
PO 1. Discriminate between acceptable and not acceptable behavior at various activities (e.g., school assemblies, sports events, dances, and use of playground equipment).		P B R 1 1 1 2 2 2 3 3 3	P B R 4 4 4 5 5 5 6 6 6	P B R 7 7 7 8 8 8 9 9 9 10 10 10	P B R 11 11 11
PO 2. Demonstrate acceptable behavior in the classroom, workplace, or community (e.g., courteous behavior, waiting in line at the grocery store).		P B R 1 1 1 2 2 2 3 3 3	P B R 4 4 4 5 5 5 6 6 6	P B R 7 7 7 8 8 8 9 9 9 10 10 10	P B R 11 11 11
PO 3. Use communication skills in social context (e.g., show break card rather than throw materials; don't interrupt others; greet people appropriately; use phrases like please, thank you, excuse me, I'm sorry; raise hand at appropriate times; use telephone politely; and display appropriate table manners).		P B R 1 1 1 2 2 2 3 3 3	P B R 4 4 4 5 5 5 6 6 6	P B R 7 7 7 8 8 8 9 9 9 10 10 10	P B R 11 11 11
PO 4. Recognize and label feelings in self or others (e.g., point to pictures, use augmentative communication device, verbally identify feelings).		P B R 1 1 1 2 2 2 3 3 3	P B R 4 4 4 5 5 5 6 6 6	P B R 7 7 7 8 8 8 9 9 9 10 10 10	P B R 11 11 11

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STANDARD 5: COMPREHENSIVE HEALTH	Comments	Emergent	Supported	Functional	Independent
READINESS (Kindergarten)		See AST Score 1-3	See AST Score 4-6	See AST Score 7-10	See AST Score 11
5CH-R1. Identify verbal and nonverbal communications.					
PO 1. Differentiate between nonverbal and verbal communication.		P B R 1 1 1 2 2 2 3 3 3	P B R 4 4 4 5 5 5 6 6 6	P B R 7 7 7 8 8 8 9 9 9 10 10 10	P B R 11 11 11
5CH-R2. Understand characteristics of responsible individuals, friends, and family.					
PO 1. List what makes a person responsible.		P B R 1 1 1 2 2 2 3 3 3	P B R 4 4 4 5 5 5 6 6 6	P B R 7 7 7 8 8 8 9 9 9 10 10 10	P B R 11 11 11
PO 2. Practice responsible healthy behavior.		P B R 1 1 1 2 2 2 3 3 3	P B R 4 4 4 5 5 5 6 6 6	P B R 7 7 7 8 8 8 9 9 9 10 10 10	P B R 11 11 11
5CH-R3. Identify a need, want, and feeling.					
PO 1. Identify a need, want, and feeling.		P B R 1 1 1 2 2 2 3 3 3	P B R 4 4 4 5 5 5 6 6 6	P B R 7 7 7 8 8 8 9 9 9 10 10 10	P B R 11 11 11
5CH-R4. Identify how to communicate care, consideration, and respect of self and others.					
PO 1. Demonstrate (show) how to communicate care, consideration, and respect of self and others.		P B R 1 1 1 2 2 2 3 3 3	P B R 4 4 4 5 5 5 6 6 6	P B R 7 7 7 8 8 8 9 9 9 10 10 10	P B R 11 11 11

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STANDARD 5: COMPREHENSIVE HEALTH	Comments	Emergent	Supported	Functional	Independent
READINESS (Kindergarten)		See AST Score 1-3	See AST Score 4-6	See AST Score 7-10	See AST Score 11
5CH-R5. Identify characteristics of attentive listening skills that build and maintain healthy relationships.					
PO 1. List characteristics of attentive listening skills.		P B R 1 1 1 2 2 2 3 3 3	P B R 4 4 4 5 5 5 6 6 6	P B R 7 7 7 8 8 8 9 9 9 10 10 10	P B R 11 11 11
PO 2. Illustrate behavior that demonstrates active listening.		P B R 1 1 1 2 2 2 3 3 3	P B R 4 4 4 5 5 5 6 6 6	P B R 7 7 7 8 8 8 9 9 9 10 10 10	P B R 11 11 11
5CH-R6. Identify refusal skills that enhance health.					
PO 1. List refusal skills.		P B R 1 1 1 2 2 2 3 3 3	P B R 4 4 4 5 5 5 6 6 6	P B R 7 7 7 8 8 8 9 9 9 10 10 10	P B R 11 11 11
PO 2. Recognize when to use refusal skills (when to say “no”).		P B R 1 1 1 2 2 2 3 3 3	P B R 4 4 4 5 5 5 6 6 6	P B R 7 7 7 8 8 8 9 9 9 10 10 10	P B R 11 11 11

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STANDARD 5: COMPREHENSIVE HEALTH	Comments	Emergent	Supported	Functional	Independent
READINESS (Kindergarten)		See AST Score 1-3	See AST Score 4-6	See AST Score 7-10	See AST Score 11
5CH-R7. Identify behaviors in conflict situations.					
PO 1. Name behaviors seen in conflicts.		P B R 1 1 1 2 2 2 3 3 3	P B R 4 4 4 5 5 5 6 6 6	P B R 7 7 7 8 8 8 9 9 9 10 10 10	P B R 11 11 11
5CH-R8. Differentiate between negative and positive behaviors used in conflict situations.					
PO 1. Identify negative and positive behaviors in conflict situations.		P B R 1 1 1 2 2 2 3 3 3	P B R 4 4 4 5 5 5 6 6 6	P B R 7 7 7 8 8 8 9 9 9 10 10 10	P B R 11 11 11
5CH-R9. Demonstrate nonviolent strategies to resolve conflict.					
PO 1. Demonstrate nonviolent strategies to resolve conflict.		P B R 1 1 1 2 2 2 3 3 3	P B R 4 4 4 5 5 5 6 6 6	P B R 7 7 7 8 8 8 9 9 9 10 10 10	P B R 11 11 11

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STANDARD 6: COMPREHENSIVE HEALTH

Students demonstrate the ability to use goal-setting and decision-making skills to enhance health.

FUNCTIONAL (Ages 3-21)

Within the functional context of home, school, work, and community environments, students know and are able to do the following:

STANDARD 6: COMPREHENSIVE HEALTH	Comments	Emergent	Supported	Functional	Independent
FUNCTIONAL (Ages 3-21)		See AST Score 1-3	See AST Score 4-6	See AST Score 7-10	See AST Score 11
6CH-FS1. Achieve and maintain appropriate body weight.					
PO 1. Identify/categorize foods into basic food groups.		P B R 1 1 1 2 2 2 3 3 3	P B R 4 4 4 5 5 5 6 6 6	P B R 7 7 7 8 8 8 9 9 9 10 10 10	P B R 11 11 11
PO 2. Select healthy foods.		P B R 1 1 1 2 2 2 3 3 3	P B R 4 4 4 5 5 5 6 6 6	P B R 7 7 7 8 8 8 9 9 9 10 10 10	P B R 11 11 11
PO 3. Develop menus of balanced meals using the basic food groups.		P B R 1 1 1 2 2 2 3 3 3	P B R 4 4 4 5 5 5 6 6 6	P B R 7 7 7 8 8 8 9 9 9 10 10 10	P B R 11 11 11
PO 4. Use portion control.		P B R 1 1 1 2 2 2 3 3 3	P B R 4 4 4 5 5 5 6 6 6	P B R 7 7 7 8 8 8 9 9 9 10 10 10	P B R 11 11 11
PO 5. Exercise regularly.		P B R 1 1 1 2 2 2 3 3 3	P B R 4 4 4 5 5 5 6 6 6	P B R 7 7 7 8 8 8 9 9 9 10 10 10	P B R 11 11 11

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STANDARD 6: COMPREHENSIVE HEALTH	Comments	Emergent	Supported	Functional	Independent
FUNCTIONAL (Ages 3-21)		See AST Score 1-3	See AST Score 4-6	See AST Score 7-10	See AST Score 11
6CH-FS2. Purchase food items, prepare simple recipes, use correct utensils appropriately, and handle food properly.					
PO 1. Plan menu and shopping list using grocery ads (e.g., consistent with culture).		P B R 1 1 1 2 2 2 3 3 3	P B R 4 4 4 5 5 5 6 6 6	P B R 7 7 7 8 8 8 9 9 9 10 10 10	P B R 11 11 11
PO 2. Shop for groceries within a given budget.		P B R 1 1 1 2 2 2 3 3 3	P B R 4 4 4 5 5 5 6 6 6	P B R 7 7 7 8 8 8 9 9 9 10 10 10	P B R 11 11 11
PO 3. Prepare simple foods using written or picture directions (e.g., use microwave properly).		P B R 1 1 1 2 2 2 3 3 3	P B R 4 4 4 5 5 5 6 6 6	P B R 7 7 7 8 8 8 9 9 9 10 10 10	P B R 11 11 11
PO 4. Handle food properly (e.g., put away perishable and/or nonperishable goods in appropriate storage areas, store food leftovers).		P B R 1 1 1 2 2 2 3 3 3	P B R 4 4 4 5 5 5 6 6 6	P B R 7 7 7 8 8 8 9 9 9 10 10 10	P B R 11 11 11
PO 5. Use kitchen appliances and utensils appropriately.		P B R 1 1 1 2 2 2 3 3 3	P B R 4 4 4 5 5 5 6 6 6	P B R 7 7 7 8 8 8 9 9 9 10 10 10	P B R 11 11 11

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STANDARD 6: COMPREHENSIVE HEALTH	Comments	Emergent	Supported	Functional	Independent
FUNCTIONAL (Ages 3-21)		See AST Score 1-3	See AST Score 4-6	See AST Score 7-10	See AST Score 11
6CH-FS3. Maintain a safe/clean/healthy living environment.					
PO 1. Recognize need and initiate daily/weekly cleaning activities (e.g., full sink of dishes means it's time to wash, dry, and put away dishes, utensils, and pots; take out garbage/empty wastebaskets; wash, dry, and put away laundry).		P B R 1 1 1 2 2 2 3 3 3	P B R 4 4 4 5 5 5 6 6 6	P B R 7 7 7 8 8 8 9 9 9 10 10 10	P B R 11 11 11
PO 2. Use equipment and household cleaning products appropriately to clean surfaces, appliances, and fixtures (e.g., wipe table counters; sweep/mop floors; vacuum carpets; clean tub, shower, toilet; clean yard).		P B R 1 1 1 2 2 2 3 3 3	P B R 4 4 4 5 5 5 6 6 6	P B R 7 7 7 8 8 8 9 9 9 10 10 10	P B R 11 11 11
PO 3. Maintain safe and clean environments (e.g., change light bulbs, lock doors, turn off water to stop overflow, put items away).		P B R 1 1 1 2 2 2 3 3 3	P B R 4 4 4 5 5 5 6 6 6	P B R 7 7 7 8 8 8 9 9 9 10 10 10	P B R 11 11 11

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STANDARD 6: COMPREHENSIVE HEALTH	Comments	Emergent	Supported	Functional	Independent
READINESS (Kindergarten)		See AST Score 1-3	See AST Score 4-6	See AST Score 7-10	See AST Score 11
6CH-R1. Identify the decision-making process.					
PO 1. List steps in the decision-making process.		P B R 1 1 1 2 2 2 3 3 3	P B R 4 4 4 5 5 5 6 6 6	P B R 7 7 7 8 8 8 9 9 9 10 10 10	P B R 11 11 11
6CH-R2. Set a personal health goal and record progress toward achievement.					
PO 1. List your personal health goals.		P B R 1 1 1 2 2 2 3 3 3	P B R 4 4 4 5 5 5 6 6 6	P B R 7 7 7 8 8 8 9 9 9 10 10 10	P B R 11 11 11
PO 2. Record progress toward achievement.		P B R 1 1 1 2 2 2 3 3 3	P B R 4 4 4 5 5 5 6 6 6	P B R 7 7 7 8 8 8 9 9 9 10 10 10	P B R 11 11 11

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STANDARD 7: COMPREHENSIVE HEALTH

Students demonstrate the ability to advocate for personal, family, and community health.

FUNCTIONAL (Ages 3-21)

Within the functional context of home, school, work, and community environments, students know and are able to do the following:

STANDARD 7: COMPREHENSIVE HEALTH	Comments	Emergent	Supported	Functional	Independent
FUNCTIONAL (Ages 3-21)		See AST Score 1-3	See AST Score 4-6	See AST Score 7-10	See AST Score 11
7CH-FS1. Advocate for self.					
PO 1. Express needs and preferences (e.g., making choices such as need for adaptive materials or medications during class and community activities through gestures, signs, pictures, or verbal communication).		P B R 1 1 1 2 2 2 3 3 3	P B R 4 4 4 5 5 5 6 6 6	P B R 7 7 7 8 8 8 9 9 9 10 10 10	P B R 11 11 11
PO 2. Present information related to their disability (e.g., suggestions for accommodations).		P B R 1 1 1 2 2 2 3 3 3	P B R 4 4 4 5 5 5 6 6 6	P B R 7 7 7 8 8 8 9 9 9 10 10 10	P B R 11 11 11
PO 3. Access advocacy and support groups for assistance (e.g., voice objections to barriers, know where to ask for help to make decisions about living situations and education).		P B R 1 1 1 2 2 2 3 3 3	P B R 4 4 4 5 5 5 6 6 6	P B R 7 7 7 8 8 8 9 9 9 10 10 10	P B R 11 11 11

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STANDARD 7: COMPREHENSIVE HEALTH	Comments	Emergent	Supported	Functional	Independent
READINESS (Kindergarten)		See AST Score 1-3	See AST Score 4-6	See AST Score 7-10	See AST Score 11
7CH-R1. Identify accurate health information.		P B R 1 1 1 2 2 2 3 3 3	P B R 4 4 4 5 5 5 6 6 6	P B R 7 7 7 8 8 8 9 9 9 10 10 10	P B R 11 11 11
PO 1. Describe accurate health information (hygiene, safety, environmental, disease prevention, nutrition, self-care, conflict resolution).		P B R 1 1 1 2 2 2 3 3 3	P B R 4 4 4 5 5 5 6 6 6	P B R 7 7 7 8 8 8 9 9 9 10 10 10	P B R 11 11 11
7CH-R2. Identify positive health choices.					
PO 1. List positive health choices.		P B R 1 1 1 2 2 2 3 3 3	P B R 4 4 4 5 5 5 6 6 6	P B R 7 7 7 8 8 8 9 9 9 10 10 10	P B R 11 11 11